

Fair Education Program

Grades K – 2

The following activities are designed to give you ideas to use with your class before and after your visit to the Fresno Fair. The activities can be integrated into your curriculum, used as mini-lessons, or incorporated into a unit if it works with what you are teaching. It can be used to introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers meet the needs of farm animals. It can be taught alongside a unit on plants, so students will make the connection that animals need food, water, and space to live and grow just as plants do. Students will be able to contrast how plants make their own food with how animals get their food from eating plants or other living things. Students will understand the importance of farms in the as a source of food and other products people use and their importance to the economy of the San Joaquin Valley.

Activities can be used in grades K – 2nd, so standards listed are the anchor standards for this grade span.

Standards: K – 2nd Anchor Standards

Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

1. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
5. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
6. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview of the Knowledge:

1. Explain what a farm is.
2. Identify animals found on farms and the sounds animals make.
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Identify needs of farm animals: food, water, and space to live and grow.
5. Describe how farm animal babies need to be fed and cared for by their parents or people.
6. Explain why farmers raise animals.
7. Identify foods that come from animals.
8. Explain why farmers grow crops.
9. Identify crops as plants grown on farms for use as food.
10. Describe how some food comes from farms as crops.
11. Sequence the seasonal rhythm of planting, growing, and harvesting
12. Sequence events of crops from farm to store (planted, harvested, transported, packaged)

Culminating Project or Summative Assessment:

1. Tell the class that they are going to make a class book to help them remember what they have learned through their study and a trip to the Fresno fair. Have students brainstorm important information about farms and crops using KWL charts created. Have each student choose one idea to draw a picture of, and then have him/her write a caption, paragraph or page depending on the grade level, for the picture. Bind the pages to make a book to put in the class library for students to read again and again.
2. Make a "flip" sentence strip. Cut strips of colored paper 3" x 24" (1 f or each student) and on it write a sentence leaving out a word that can be substituted with a picture. For example: I saw a _____ at the fair. In the space the teacher will place five 3 inch squares of plain paper stapled at the top, so that they can be flipped up to see each one. Each student will draw a different picture on each page indicating the different things he or she saw at the fair. The teacher or student can then write the correct word or sentence under the picture.
3. Using charts and notebooking pages have students select a farm animal that they studied and saw at the fair (chickens, pigs, cows, rabbits, horses, goats, sheep), and have students write or dictate what they know about that animal.

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Performance Task: Soil, Seeds, and Plants

Students will plan a garden:

1. Research types of plants that grow in the area, costs of plants, and supplies needed.
2. Discuss pros/cons of seeds vs. plants.
3. Draw a diagram of the garden area including all plants.
4. Create and list of items needed and a budget for garden.
5. Purchase items.
6. Compare characteristics of different seeds and plants. What packages of seeds contain the most seeds? How do different seeds look? Do different seeds need to be planted under different conditions?
7. Make individual or a class garden. Having each student be responsible for his/ her own garden is a great learning experience. Plastic disposable hospital dishpans or the bottoms of (1) gallon plastic milk cartons can be great individual gardens. Each student should make a plant stake for each kind of seed he/she will plant. As a class, prepare the soil. Sand and water tables work well for this. Speak with a local nursery about what should be included in the soil mixture.
8. If planting individual gardens inside, at planting time, have each student place about 2" to 3" of gravel at the bottom of his/her container or in the class garden and fill with soil about 6 inches deep.
9. Have students write in a journal the planting process, weekly observations of changes, and graph growth.
10. Have students write a personal narrative on their experience.

Essential Questions

How can we compare and contrast the most important information presented at the Fresno Fair with information gathered from texts and multi-media sources on the same topics?

How can we use illustrations and details in a text to describe its key ideas represented by displays at the fair?

How can we write a narrative that recounts in detail, two or more sequenced events in our class trip to the Fresno Fair?

Lesson Sub-Questions	Skills	Activities	Resources and Tools	Teacher Notes
How does asking and answering questions help me understand key ideas and details while I read?	Collaborative discussions	Brainstorm with students their experiences at the fair and at carnivals. Create a KWL CHART for the Fresno Fair. Input student ideas without judgment, as they will be reassessed as the unit progresses.	“The Big Fresno Fair History” Teacher Resources	
What is the difference between a fair and a carnival?	Determining main idea and details	Teacher read aloud the history of the Fresno Fair once through to get the gist of the text.	A carnival has rides and acts that only stay for a few days. They travel from place to place, and generally have some rides and many acts.	
Have you ever been to a farm?	Synthesizing information from more than one source to write an informational text clearly conveying ideas or concepts learned.	Revisit text orally with whole group and model looking for main idea and key details on the history of the fair. Use a T-chart to guide discussion or have students annotate copy of text.	A fair is a large exposition of sorts, allowing all of the people of an area to show their prowess in the domestic and agricultural arts. In recent years, it has become more like a carnival, at least in the rides section.	
What kinds of animals live on a farm?	Describing items verbally.	Have students write a paragraph detailing the main idea and supporting details in the history of the Fresno Fair.		
What kinds of plants grow on a farm?	Comparing two or more items using complete sentences	As a whole class, or in small groups, have students create a Venn diagram highlighting similarities and differences in a fair and a carnival.		
What else would you see on a farm besides plants and animals?	Researching a topic and being able to write or orally tell what has been learned.			
What kinds of sounds do you hear on a farm?	Understanding how plants begin as seeds.			

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<p>How can we better understand what we see at the fair, by reading about the same topics before we visit the fair?</p> <p>How is the lifecycle of plants important to life on a farm?</p> <p>How can we use a variety of sources to learn about animals we will see at the fair?</p> <p>How can we share what we have learned about plants and animals?</p> <p>Do plants and animals need similar or different things to survive?</p> <p>How can you determine the central idea or theme of a text and analyze its development?</p> <p>How can a narrative text teach a lesson or moral?</p> <p>Can a narrative text illustrate factual information?</p> <p>How can we present what we have learned from text and our visit to the fair to others?</p>	<p>Ask and answer questions about key details in a text.</p> <p>Recount stories to find determine their central lesson.</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>Identify elements of a narrative text</p> <p>Determine theme, moral, or lesson in a text</p> <p>Synthesize information for a variety of sources</p>	<p>Write an opinion paragraph, "Where can I learn more important information, at a fair or a carnival?" State a claim and support it with 2 or 3 key details from the text and information on Venn diagram.</p> <p>Have you ever been to a farm?</p> <p>What is a farm?</p> <p>Tell students that they will be learning about farm animals including cows, chickens, pigs, and sheep, and that they will also be learning about crops that people grow on farms, including corn and wheat.</p> <p>Create a KWL (Know-Wonder-Learn) three- column chart or a web about farms on chart paper, a chalkboard, or a whiteboard to record students' responses. Save the chart or web for future reference before and after fair visit.</p> <p>Use as a place to synthesize information for text, media and fair visit.</p> <p>Gather up several types of fruits and vegetables, which will be seen at the fair. Let students feel, smell, and taste them. Partner Work: Partners work together to describe orally and compare two or more items.</p> <p>Students can sort and classify items and orally justify their choices. (i.e. color, shape, purpose, fruit or vegetable, type of plant)</p> <p>Students can locate at the fair items described in class.</p> <p>Students should select 2 additional fruit and 2 additional vegetable items on display. Students note the community showcasing the crop they select. Be prepared to orally or in writing describe a newly selected item.</p> <p>Have students locate the</p>	<p>Option: Make a large butcher paper cutout shaped like a cow, sheep, pig, or other animal (a fruit or vegetable would also work)and use it while brainstorming to record the students' ideas about what they expect to see/or saw at the fair. This then could also be use for writing and oral language activities as follow-up for the visit to the fair.</p> <p>The Vegetables We Eat, Gail Gibbons From glossy red peppers to lush, leafy greens to plump orange pumpkins, vegetables are explored in depth in this fascinating picture book that clearly explains the many vegetable varieties, how they are grown, and why they are so good for us to eat.</p> <p>At the Fresno Fair visit the Wells Fargo Agriculture Building presented by FoodMaxx</p> <p>Students could bring clipboards with paper or a form to make notes on items selected.</p> <p>From Hen to Home Life on a Crop Farm, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183p Worksheets and lesson plans from Learn About Ag www.learnaboutag.org/wegarden</p>	
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		<p>displays from the communities where they live. Have students note the varieties of crops and commodities on display. (Forms could have a check off list or a picture list to help students note items.)</p> <p>Class discussion questions: Literal What kinds of crops do farmers grow that are sold for food for people? (fruits and vegetables, grains) Inferential Why do farmers grow crops? (to feed animals and people)</p> <p>Inferential What is produce? (fresh fruits and vegetables) Literal In your opinion what is the best kind of produce? Support your opinion with reasons. Evaluative How would your life be different if farmers didn't grow crops? (We wouldn't have produce or foods made from vegetables, fruits, and grains.)</p> <p>Students graph the process of eggs going from farm to table.</p> <p>We garden seed match.</p> <p>Read the Little Red Hen, Tell students it is a narrative text, a folktale, but what can they learn about life on the farm from the text. How does that relate to crops seen at the fair?</p> <p>Discuss the plant life cycle. Have students diagram the life cycle of a plant they will see at the fair.</p> <p>Compare and contrast the type of information and the text structure between a narrative like the Little Red Hen, and an informational text on plant life cycle.</p> <p>What do animals need to grow and thrive? Who provides for the animals what they need?</p> <p>Teacher read aloud books on farm animals. Create</p>	<p>The Little Red Hen, by Paul Galdone</p> <p>From Seed to Pumpkin, by Wendy Pfeffer Geographic Kids Look and Learn: Farm Animals</p> <p>Notebooking animal pages http://www.activityvilla.co.uk/cow-notebooking-page</p> <p>You could use the large butcher paper cutout shaped like a cow, sheep, pig, or other animal to make class notes.</p> <p>The Milk Makers (Book)</p> <p>Virtual Tour Hilmar Dairy http://www.agclassroom.org/teacher/matrix/resources.cfm?rid=177</p> <p>The Tales of Peter Rabbit by Beatrix Potter</p> <p>Find complete detailed unit/lesson plan on website listed in resources</p>	
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a class chart with facts found in text about each animal.

Students complete farm animal note booking pages on animals they will see at the fair. Leaving room to add key details learned at the fair and completes drawing the picture after their visit to the fair.

After read aloud ask questions to prompt discussion on each animal,

Sample questions change as needed for each animal studied:

What sound does a cow make?

What do cows eat?

What do farmers do to care for their cows so that they grow and thrive?

Why do farmers raise cows?

How would you describe a cow?

Have you ever seen a real cow?

If so, where? Let students know they will see these animals at the fair and need to think about these questions, so that new information can be added to the KWL chart.

How does milk get from the cow to our breakfast tables?

Discuss with students background information about author, Beatrix Potter.

Many of the animals that Beatrix Potter wrote about were actually her own pets. Beatrix Potter lived with her parents in London, England.

During her time young women grew up and stayed at home with their parents until they were married. The top floor of the Potter home, which was originally the nursery, became Beatrix Potter's studio where she kept her artwork and pets. She was a very fine artist and enjoyed using her pets as models. Her first book, *The Tale of Peter Rabbit*, was originally a fold-out story card which she wrote and drew for a friend's sick child. Her friend later suggested that she make it into a book.

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Students read and discuss the details of the story. Discuss real and make believe details of the story.

Make a chart of these details.

At the fair visit the rabbit exhibits and note facts about the care of rabbits to add to class chart. What do rabbits need to grow and thrive? How is this different from what Peter needed in the narrative tale?

What characteristics of rabbits are found in the rabbits at the fair and in the story character?

Students can select a different animal at the fair and research facts on what it needs to grow and thrive. Then students can create a story map graphic organizer, and use it to write a narrative story. Students should include setting, characters, problem, at least 2 events and a solution.

Complete one or more of the culminating activities.

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Determine Unit Key Vocabulary

Academic:

tools, pests, responsibilities, produce, spoil, ripe

Domain specific:

crops, harvest, pastures, shelter, drought, fertilizer, irrigate, pesticides, hatch, peck, perching, herd, produces, litter, raise, grains, livestock

Math

1. Teach shapes using natural items found as crops in the area.
Round - orange, peach, cabbage; Oval- olive, grape, lemon: Triangle - strawberry.
2. Using beans or seeds have student group items into sets. For example, ask them to make a set of 3 beans and 5 seeds, then to show which set is greater than/ less than...
3. Many simple graphs may be used after your visit to the fair. You might wish to have students vote on, and then graph such things as favorite animal, best agricultural display, etc.
4. Count seeds in various types of fruit. Older students can use fruit segments to illustrate fractions.

Art

1. Make a FAIR BULLETIN BOARD. Students may bring pictures and articles from the paper about the fair and display them along with any pictures and work they do relating to the fair.
2. Make a farm or fair mural. Have each student draw a farm scene or a part of a class scene and "texture" it. For example you might use cotton on sheep, yarn for cows, etc.
3. Make an illustrated timeline which shows your tour at the Fresno Fair. This can be done small collaborative groups or as a class project.

Choose an appropriate book from the related literature list that follows, and read to the class to gather information before your visit to the Fresno Fair.

- *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2006) ISBN 978-0736846745
- **Farming**, by Gail Gibbons (Holiday House, 1990) ISBN 978-0823407972
An introduction, in simple text and illustrations, to farming and the work done on a farm throughout the seasons
- *Food from Farms*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434
- From Hen to Home
http://agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=334&search_term_lp=californi
www.learnaboutag.org/wegarden
This book uses colorful photos and simple, leveled text to introduce children to the food produced from farms around the world.
- *From Seed to Pumpkin*, by Wendy Pfeffer (HarperCollins, 2004) ISBN 978-0064451909
- *Jobs on a Farm*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939458
This book uses colorful photos and simple, leveled text to introduce children to the jobs done on farms around the world.
- *Life on a Crop Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183p
A look at planting, picking, and selling crops
- *Life on a Dairy Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2004) ISBN 978-1575051901
- *The Milk Makers* (Book) <http://www.agclassroom.org/teacher/matrix/resources.cfm?rid=146>
- *The Little Red Hen*, by Paul Galdone (Houghton Mifflin Harcourt, 2011) ISBN 978-0547370187
- *On the Farm*, by David Elliott and illustrated by Holly Meade (Candlewick, 2012) ISBN 978-0763655914
A New York Times best-selling author and a Caldecott Honor-winning illustrator evoke life on a farm in a simple, lyrical text and boldly expressive images.
- *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 978-0823415540
- *Farm Machines* (World of Farming)
This book uses colorful photos and simple, leveled text to introduce children to the machines found on farms around the world.

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- *The Tale of Peter Rabbit* is the original classic by Beatrix Potter Beatrix Potter's most popular and well-loved tale. It tells the story of a very mischievous rabbit and the trouble he encounters in Mr. McGregor's vegetable garden!
The complete unit/lesson plan is found at
http://www.learnaboutag.org/matrix/lessonplan.cfm?lpid=115&author_state=0&search_term_lp=garden%
 - *Geographic Kids Look and Learn: Farm Animals* Item #6302307
Young readers will meet their favorite farm animals and learn more about them through simple, age-appropriate language in this colorful board book.
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Websites and Other Resources

Student Resources

1. Animal Sounds Video <http://bit.ly/TOeCyZ>
2. Planting Game http://pbskids.org/sid/fablab_vegetableplanting.html (for kindergarten)

Teacher Resources

Timelines of changes in farming

1. Farm Machines <http://www.kidcyber.com.au/topics/farmmachines.htm>
2. History of Farming <http://inventors.about.com/library/inventors/blfarm1.htm>
3. Farm Museum: tells about animals on a farm in New York <http://queensfarm.org/our-animals.html>
4. Note booking pages for animal research <http://www.activityvillage.co.uk/farm-animal-notebooking-pages>
5. Core Knowledge Language Arts® New York Edition, Kindergarten, The Farm
6. <http://www.learnaboutag.org/> Excellent site, with many resources including What's Grows in the California Sun
7. Hilmar Cheese Company Virtual Video Tour (Multimedia) <http://www.agclassroom.org/teacher/matrix/resources.cfm?rid=177>